

Stage B2**progressing towards****example 1****The student****Year Level:** Year 3**Background:** born in Australia**Language:** Hindi**Schooling:** began school in prep In Victoria**The task**

The students completed a number of science experiments in a unit of work about sound, including making a 'telephone' from paper cups and string. The students jointly constructed an explanation about one of the other experiments with the teacher. After a discussion about how a telephone made from paper cups and string works, the students were asked to write their own explanation.

The text shows that the student:

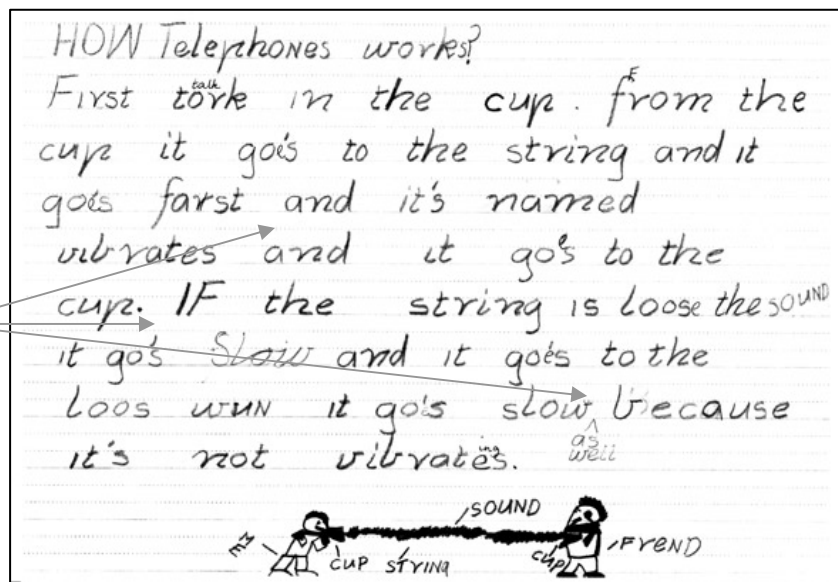
writes a
simple
explanation

uses
heading and
text format
appropriate
to the task

uses
conjunctions
to link ideas

uses some
topic specific
language

spells most
frequently
used words
correctly



includes a
labelled
picture to
enhance
information

experiments
with more
complex
punctuation

uses pronoun
references but
not always
appropriately

writes using
features of
spoken
language

This text is an example of a student progressing towards B2. The student writes a simple explanation of how a paper cup telephone works. The text includes more features of spoken language than written language. An example of this is the way in which the student uses 'it' as a pronoun reference throughout the text. It is not always clear what 'it' refers to, e.g. 'from the cup it go's to the string'. This means the text is an example of 'contextualised' language, that is, the reader needs to 'be there' to understand fully what the writer means. The student uses a number of conjunctions to link ideas, however 'and' is used most often. The student spells most high frequency words accurately. Other attempts at spelling reflect use of common letter patterns, eg tork/talk, farst/fast.